



A HANDBOOK OF SCHOOLS



GARDEN CITY NEW YORK
DOUBLEDAY, PAGE & COMPANY
1911

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A HANDBOOK OF SCHOOLS

A Handbook of Schools

I

THE PRIVATE SCHOOL OF TO-MORROW

By WALTER H. PAGE

THE WORLD'S WORK recently invited articles from teachers on "The School of To-morrow," and about three hundred were submitted by teachers of all classes from professors in colleges to teachers of country schools. Every writer but two or three made out a programme of the "new" education; that is, the teaching of subjects that have a direct, practical value.

The statement, or the complaint, of the writers of practically all these articles was that the "old" educational method and matter had failed. They said, in effect, that a boy of a generation ago received help nowhere in his school life toward a knowledge of or toward the healthful care of his body, or in the management of his affairs so that living within his income would appear as a matter of primary morals, or in the orderliness whereby a man may use his time and every thing else that is his with the greatest economy and efficiency, yet

these things, the new schoolmen say, are the primary things of education — the three things that every human being should be taught. They determine happiness, practical success, the duration of life itself — health, management, orderliness.

Moreover the school for the great mass of young men and women should look in the direction of the occupations of after life — should teach the beginnings of “practical” things.

These articles are one sign among many that we are come to a time, almost suddenly, when schools and teachers and teaching are radically different from what they were even a little while ago. There is no other fundamental change so great in the whole range of our activities. The “practical” school has won in its contest with the old-fashioned, book-dominated pedagogy. And its victory is sweeping and will be permanent. It is profoundly affecting all grades of education. You may already find men of the best scholarship who admit that the “mental discipline” supposed to be got from the old studies was greatly exaggerated, that most examinations are valueless, and that much if not most of the school time of the generation now in middle life was spent in useless ways.

This sweeping change affects all grades and kinds of school work. But its effect is far greater in the public than in private schools; for the private school, as a rule, ministers rather to a class than to the masses. And in this difference lies one of the best chances for the private school.

The “old learning” is not dead, nor is it going

to die. Many of the book methods of the past were doubtless as far removed from "efficiency" as possible, and they can be improved and are undergoing improvement all the while in the hands of the best teachers. But the "impractical" matter of the old-time school — Greek and Latin and the like — will continue to build up the minds and the taste of cultivated men. While, therefore, this "practical" revolution is in progress, with all its good results, the swing of the pendulum will be too great. Like all other revolutions, this will make serious mistakes born of too great zeal and (in the minds of small men), of too narrow ideas of the whole delicate business of training the young. *sure!*

For, excellent as the "new" training is, the "practical" things of life are not the whole of life by any means. Especially is there need during the effervescent period of youth for the exercise of the imagination, for the implanting of ideals, even for moods and experiences of remoteness from the every-day world. The emotional part of a man or of a woman needs indulgence as the hands need training; and the angle at which one will regard life is often the angle at which life is seen during some part of the school period. Sordidness or generosity, sympathy or cynicism — such qualities as these appear and are fixed at an early age. The old-time school methods did aim, with whatever success, to give the young life a mellow, human, sympathetic temper.

The private school, therefore, with fewer pupils per teacher and with pupils that can have a longer

school experience than the average, have the enviable opportunity to preserve all that is good in the old matter and method of education and of being the transmitters of the old culture in this time of educational upheaval.

They have another opportunity, too — to do the best teaching. For, after all is said, most of the good results of teaching come, not from this subject or that, nor from this method or that, but from the personal influence of the teacher on the pupil. The spirit of the thing is personal. And this personal quality strikes deeper than matter or method.

What we have yet to learn about the thing we call education is so much greater than all that either the past or the present has taught us that men who are wise and, therefore, modest, refrain from being dogmatic. Dogmatism was the chief ailment of the old and long-stagnant schoolman and the sin whereby he fell. The new schoolman, whether “practical” or not, if he be humble and wise, will take this fact to heart.

II

THE GIRLS' SCHOOL OF TO-MORROW

By C. E. MASON

Miss C. E. Mason's School for Girls

THE very title is an inspiration, for the Girl of To-morrow will be so blessed in her school, and the school so wise in its knowledge of her life, past, present, and future, in contrast with the School of Yesterday, that there will be less chance of educating "misfits" than in any school of the past. In the first place, the world itself is a better school room than ever before; the higher form of curiosity which Ruskin emphasizes as so ennobling to human character is awakened and strengthened by the very complexity of modern life. In the old-time school the girl studied about electricity; to-day she uses it. While it serves her, it makes her know as never before the power of the unseen forces of God's creation. Just as in Shakespeare's day a great wave of adventurous thought reached the quiet school room in Stratford, stimulating the imagination, energizing the will, so week after week the voyages of the aeroplane into the upper air stimulate the girl's curiosity as never before, and she will enter the modern school with her interest in wind currents, in atmospheric changes, in all the laws of physics vitalized as never before.

Thus the Girl of To-morrow will stand on the threshold of her school the pupil of a world, and enter it with a mind already internationalized as it were by a world's teaching, and not with the provincial mind of the Girl of Yesterday.

And the School of To-morrow for the Girl of To-morrow? The school itself will have been taught, meanwhile, just as the girl has been, by progressive thoughts beating through its portals from the great world without. Discoveries in physiology, biology, psychology, sociology, and many another science will so transform the knowledge of the teacher and the efficiency of the school, that the possibility of a perfect environment for the Girl of To-morrow will be assured.

And how will the environment of the girl differ in the School of To-morrow? In the first place, it will be more wisely sympathetic. The Girl of Yesterday frequently had a sympathy shown her which was unwise, because it did not understand the child groping her way in a new world of new experiences. Is there anything so appealing and altogether satisfying as a real sympathy? The School of To-morrow will know better than we guess to-day how life faces the girl and how the girl in turn questions life with a never-ceasing wonder, and it will answer those questions to her with ever-increasing satisfaction. And because uncertainty brings timidity or fear, and certainty brings poise and serenity, the Girl of To-morrow will grope less in all she does and walk with surer step — with higher head and brighter eye.

And the discipline of the School of To-morrow? The girl in the School of Yesterday was subjected to a discipline which was *destructive*, because she was not understood. The Girl of To-morrow will have a discipline which is *constructive*, in that it shows to her *herself* set in a world full of the rights of others. Child psychology will teach the school not only how to present facts by methods adapted to the girl's own individuality and capacity, but will start her on a healthy growth toward a broad, ethical conception of social responsibilities in a democracy.

Many a girl in the School of Yesterday was hampered physically. The brain would not work because of a defect in nose, or teeth, or ear, or throat; because this or that nerve centre was inadequately nourished. "Stupid," said the teacher in the School of Yesterday. "Inattentive," says the teacher of to-day. The School of To-morrow will examine the whole physical being of the Girl of To-morrow, will know that the blood is red, that the nerves are strong, that there is first of all the perfect machine.

The School of Yesterday wished the girl to be above all things "lady-like," meaning that she should always be quiet and walk sedately. The School of To-morrow will of course demand good manners and good breeding as a result of right education, but it will believe in life in the open, in gymnastics, in athletics, in laughter and singing and expansion of lungs and shouts of joy in the open-air play: it will use folk-dance and quadrille, skating and coasting, riding and driving, more than ever

before, giving the Girl of To-morrow, through athletics, power to think quickly, power to forget herself and work for the common good, for loyalty to an ideal, teaching her to lose a game and not her temper and to treat the opposing team courteously, in spite of defeat; teaching her as her brother is taught, to play fairly and to wish no victory not fairly won — teaching her to turn from the abandonment of joy and high spirits on the athletic field and enter the drawing-room with the quiet and repose of the gentlewoman.

The School of To-morrow will ask: "Can she concentrate her thoughts on the thing in hand and energize her will so as to accomplish the task in the minimum amount of time? Does she begin to realize how to achieve a maximum result by a minimum expenditure of strength?" Too often in the School of Yesterday such pupils drifted on through the course aimlessly, as driftwood carried by a sluggish current. The School of To-morrow, with a better knowledge of how to apply laws which the practical knowledge of psychology has taught, will be able to show the Girl of To-morrow how to use her faculties.

And what of the subject matter presented by the School of To-morrow? The same subjects will probably be taught as are in the curriculum to-day, since every girl needs literature and history, science, languages, and mathematics. But the teaching will be simpler, more condensed, and more human. It will enable the child to see more clearly the subject in its relation to her needs and the needs of the

world, which has been to her from earliest childhood, through wireless and post and press, an ever-increasing revelation of wonder and of satisfaction.

Oral English will be an added subject in all the Schools of To-morrow, and the girl will be taught how to stand on her feet and discuss all public questions clearly, in simple, well-chosen English words. Beyond her capacity to understand? There is not one public question to-day, not a single subject discussed at any public meeting, which cannot with a little patience be explained to a girl of twelve, so that she will grasp the main ideas, and every such discussion which she hears will lay the foundation, broad and deep, of an enlightened patriotism, a greater sympathy for the needs of humanity, and a burning desire to help. What is there in child labour; what is there in children's courts; what is there in sanitary housing; what is there in any doctrine of conservation, whether of forest, or stream, or mine, which a child of twelve cannot understand? She will not comprehend, of course, all the intricacies of the tariff — who does, from the President down to the child? But she can understand the reasons for a tariff, why it should be raised or lowered on certain articles, what is done with the money, and other simple facts about the subject.

Not only the subject matter will be differently presented, but the text-books will be different. Histories, for instance, will be rid of the absurd rubbish collected too often by men of narrow minds and presented to the girl in the School of Yesterday by equally narrow teaching as valuable facts which

she should remember. The Girl of To-morrow will hear less of battles and more of the achievements of peace; hear less of heroes, and see more of the great heart of humanity in all the centuries clamouring for justice and eager for noble service; suffering, patient, loving, growing ever in the realization of God's Fatherhood and Man's Brotherhood.

Mathematics was the idol of the pedagogue of the School of Yesterday and the girl was graded chiefly on her knowledge of that subject, but science will lead all work in the School of To-morrow. Just as the educational system of the nineteenth century was differentiated from other centuries by the emphasis on science rather than on Greek and Latin, so the twentieth century will bring the message to all schools, however elementary, however advanced, that the great emphasis must be laid upon the application of scientific method and discovery to all phases of the wondrous art of life, and the Girl of To-morrow will find her school in sympathy with her life, not only to-day, but in the future, guiding her toward that future by a knowledge of scientific laws.

Social science and service will be the larger vision before the mind of the Girl of To-morrow, because the atmosphere of the School of To-morrow will saturate her with the spirit of social service. The School of Yesterday gave no idea of social service to the girl, nor for that matter does the home of to-day, neither realizing how innately noble is girl life, how hungry for vital things.

The School of To-morrow will not only directly

train the girl in the domestic arts as to-day, but will go farther and positively plan her course of study toward all the duties which a perfect home demands.

Not only will the School of To-morrow train the girl directly for an enlightened and joyous home, but, if she does not marry, she will have her vocation chosen while yet in the grammar school, certainly in the high school. To-day the avocations and vocations of women are in a chaotic state; new avenues of work are opening to them daily; even those who instruct in colleges and in other professions are unable to answer the question so often asked, "What shall I take for a life work?" because they do not realize how many new fields are opening through scientific inventions.

And what of the older girl who seeks the college or advanced courses? What of the girl of larger growth? She too was studying many things not in vital touch with modern life in the School of Yesterday. Some day we shall have a different college for the girl of larger growth, where she may study not only the usual collegiate branches, if she desires, but may also prepare herself for any profession or vocation, whereby women in any century have made a living.

Moreover, the colleges for the older girl of the future should provide all the training necessary to make good mothers and not send young women out to meet motherhood, knowing nothing of maternal things, nothing of eugenics, nothing of the social evils in our country, which can be met by no force so potent as well-ordered homes; and they

should also have — none now has it — a chair for the training of girls in social matters, that their manners may be polished, their speech softened and refined, their dress neat and appropriate their manners winning and full of charm.

Above all things, the atmosphere of the school of the future, whether of preparatory or college type, will be more deeply, actively religious than the Schools of Yesterday, not with the “red tape” cant or custom, but so that all effort and all labour may be full of the thought of doing God’s service to a great race in a great land, to a greater world. And colleges and schools alike should teach the girls how to be skilled in the arts of health, health nursing, health food, exercise, sleep, and peace of mind; and in all these schools for the older girl of the future, there will be less strain upon the nervous organization, more thought of the danger of injuring the nervous system and the consequent lack of strength in the future life when strength is necessary for healthy children. And just as the school for the younger girl gave her a foundation of social thought and civic knowledge, so the girl in the higher school of the future will be minutely instructed in the trend of national thought, as it is more important to know what Americans are thinking about and will probably do as a result of their thinking, than to know what the ancients thought and what was the result of *their* thinking. In the schools of the future, all educators of girls will have distinctly in mind the development of a body of women so trained that they will make splendid mothers in wholesome homes,

that they will be equipped to meet wealth with simplicity and poverty with dignity, that they will be strong in physique, broad in mind, intelligent, not only in those matters which minister to the home and to the child, but also informed as to the best interests of the country at large. Because her sense of social justice is trained, she may be safely trusted to direct her social energy toward social ends: she will have a distinct social consciousness, social conscience, social aim.

And the teacher in the School of To-morrow? Freed by scientific knowledge of the burden of half knowledge, energized by the certainty of method, relieved from useless material in the subject matter, she will be a vital personality, an optimist radiating joy to joyous spirits. Taught by psychologists who have worked hand in hand with physicians and know the power of mind over body, she will learn to use somewhat the methods of the psychotherapist and will know how to use the power of suggestion, to teach the dull and the depressed girls how to think joyous thoughts habitually, will teach all girls how to grow consciously in joy, serenity, and largeness of vision; will make them realize that all the sweetness and grace of their girlhood and all the power and charm of their mature womanhood should be consecrated to the highest service in that greatest of all adventures — life.

III

THE PURPOSE OF THE BOYS' SCHOOL

By L. R. GIGNILLIAT

Superintendent Culver Military Academy

A SHORT time ago I watched some workmen setting the concrete foundation for a heavy piece of machinery. In the soft concrete were embedded, here and there, with great exactness, bolts of various dimensions, some of them running down into the concrete four or five feet. As I looked at it I thought how disastrous it would be to place a bolt in the wrong place, even by an inch, or to forget to put in a bolt before the concrete hardened. After it had set, to change a bolt would mean interminable labour, drilling and boring through solid rock. Now it was a mere matter of placing it with care and exactness and of holding it true while the concrete was tamped in and until it hardened. Inexperienced and careless workmen might easily have made a sorry botch of it. If each bolt was properly set, each piece of the machinery would come into its proper relation with the other, and the whole would run true and efficiently.

How many boys in college, how many men in business, are trying to fit life's machinery on carelessly prepared foundations; are trying to drill in

the solid rock to set bolts that were overlooked when the concrete was soft; to change bolts that were misplaced under careless direction!

We hear much of the plastic period — do we always fully realize what it means? The boys' academy, the school that gets him during that critical period, must set most of the bolts, must do it with scrupulous exactness, with careful understanding of the purpose that each is to fulfil, must hold them there till the character has set, and they are firm and strong in place. No careless workman should be set at the task; no bolt should be placed by inexperienced hands.

Psychologists tell us that, for every interest of adult life, for every habit of well-ordered work and thought, the bolts at least must be set during the plastic stage. Business efficiency requires bolts of order, of promptness, of thoroughness. Even though placed by careful hands in the class room, they may be jarred out of place in the hours out of school. Character must rest on bolts of self-control, of high ideals, placed deep and held steady by good environment until set: good citizenship on bolts of unselfishness, of regard for others, of the spirit of helpfulness and coöperation.

The aim of the high-grade school is to set these bolts with care and accuracy, and of the boarding-school to steady them by an environment which, under modern conditions, the home often cannot offer.

The occupation, the profession, is but the learning how to run the machinery; it may be acquired

at any time if the machinery itself is set true and bolted fast.

This bolt-setting work of the boys' boarding academy is of most vital importance, and of such great responsibility that it should enlist more than the infrequent support that it has received in the past from those who are inclined to endow education.

Even with the meagre assistance they have received, as compared with the universities and colleges, secondary schools are doing wonderfully effective work, providing themselves with fine equipment, and attracting to their faculties educators who are competent, not only from a scholastic standpoint, but who can undertake with dignity and effectiveness the more intimate out of class oversight and training that is *a sine qua non* of the efficient secondary school.

I believe that in many cases disappointments are due to the fact that parents have waited too long before sending the boy away to some good school; or else, too impatient for results, or yielding to the boy's inclination for change, have shifted him too often from school to school. As a result of fifteen years' experience with over four thousand boys, I should say that the average boy should be sent away at fourteen. This is the time when the restlessness of young manhood begins to assert itself, and the noblest and most generous natures become restive under home restraint. This is the time when irregular attendance at school from trivial causes, interruption to serious work through social distractions, and irregular hours at home, knock

sadly out of kelter some of the most vital foundation bolts. This is the time when the most skilful teachers must guide the boy's methods of study if he is to acquire a chief requisite of a successful and happy life, the knowledge of how to work. It is a more important question how he studies than what he studies. The boy who learns easily and makes high grades, but has not the discipline of having to dig, is in as much danger as the boy who is discouraged because his grades are low.

Large classes and overworked teachers, through no fault of their own, are apt to set the bolts for both widely divergent personalities by the same stock template, if indeed they are set at all; and both boys may throw up the sponge in after years, discouraged, when they come to fit the requirements of life on this poorly arranged foundation.

Unwise indulgence, the easy life of prosperity, the selfishness engendered by having no necessary part to play in maintaining the home, no old-fashioned chores to do, no service to render — all these things jar and make uncertain the setting of the bolts of citizenship and character, and make it imperative that the boy should be sent during this important period to some place where these steadying influences are created for his special benefit; a place where he may be a member of a community to which he must contribute his share, in which he must play his full part, in which he must learn to stand on his own merits, to respect the rights of others, to serve others, to give and take,

to assume the right relation to his fellows. As Kipling puts it:

“If you can talk with crowds and keep your virtue,
And walk with kings nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the earth, and everything that's in it,
And what is more — you'll be a man, my son.”

Discipline, I think, is the crying need of the boy of this age, discipline that he respects, that he submits himself to with the feeling that he is being treated as a man, not as a child; discipline that sets hard and fast the foundation bolt of respect for authority and love of law and order; and this, I believe, even the most faithful and wisely loving parent finds, at this stage, some one else can set more truly and with fewer jars than he himself.

At this stage, too, moral training of a very special and carefully considered sort should play a vital part, that bolts of social purity, of honesty, of personal and business honour may extend to the very depths of the foundation, anchoring character against every wrench and strain.

I would again reiterate the necessity then of placing the boy early, and of avoiding changes. To insure this, select the school primarily with great care. A personal visit of inspection to the schools whose literature seems to offer the opportunities desired, at terms within reach, should be made if possible. From a general and not too

pointed talk with students of the institution, or with ex-students who have left it in good standing, much may be deduced as to those vitally important factors, the tone and the *esprit de corps* of the school. Their attitude toward the school, the manner in which they speak of its work, its ideals, and its teachers, their own bearing and manner of address, are gauges of the real work the school is doing. The character of the correspondence from the institution, prompt responses, concise and business-like information, are other indices that may aid the parent, bewildered in the midst of many catalogues.

If the school is well chosen at the start, and the boy remains in the one school until ready for college or business, he enjoys a great advantage in several important particulars. He benefits by the cumulative influence of the institution, a valuable but often unthought-of factor; he avoids the loss of time in adjustment that is entailed by changes; and, best of all, he comes into that supremely helpful and intimate relationship with his teachers that is engendered only by years of contact; that subtle feeling of real friendship, one for the other, which fathoms the secret places and consummates the fullest possibilities of the teachers' influence.

IV

RATIONAL SELECTION OF A SCHOOL FOR THE DAUGHTER

By *M. LOUISE THOMAS*

Principal of Lenox Hall

IT IS a well known fact that we as a nation are awakening very rapidly to the realization that our public schools, excellent as they are, are not fulfilling our ideal of the best education for our girls. We are becoming very much alive to the fact that a girl who has "gone through" the public schools is not the educated product we have a right to expect after so many of the best years of her life — best in the educative sense — have been given to the process which is expected to make of her a well-poised factor of her especial social group.

That parents are wakening to the fact that factory-made women hold the same relation to the human race that factory-made products in material lines do, is evidenced by the enormous growth of the private school sentiment in the last few years. The system is an acknowledged failure, educationally, and since conditions, as they exist, make it impossible to change the system in a radical way, the only thing for a careful parent to do is to turn to other sources for the fulfilment of the most

sacred obligation known to the human race — the education of its young.

From the public school to the private school is the alternative, for no really wise parent would consider the isolated process of governess or tutor. The group idea, as a stimulus in the unfoldment and as a training in the adaptability to society, is universally acknowledged to be an essential condition. The adult is a unit of the race: the child must be trained to accept her place and fulfil her duty as a unit by constant relation to other units of similar interests. This grouping of related individuals undergoing the same process we call the school — and it is the highest expression of parental love and duty to make the selection of such a group as will result in the most symmetrical development of the child.

The first question for him to consider is the large or small school — which? — and why? The primary cause of failure in our public school system is that it must deal with the mass to the sacrifice of the individual. And it is the same with the large private school. Large membership in any organized body endeavouring to reach definite results necessitates definite system of routine duty and of government applied to the body as a whole, irrespective of the individuals comprising the body. Here again “the survival of the fittest” is the law, and many an individual carries the scars of unequal conflict on heart and body for the rest of her life.

Knowing conditions of the large private schools for girls — schools where two hundred to five hundred

young girls of the emotional, excitable, adolescent period are congregated — and knowing the utter impossibility for those in authority in such schools to learn what is going on in the private life of these girls, I proclaim emphatically that such institutions are a crime against the human race. In each case the high school and large private school are the Scylla and Charybdis of the girl's human experience. She escapes the one but to suffer wreck in the other, either physically or spiritually.

The plea for the large school is made that it is more democratic, that it is the mirror of the world; to which I reply: The school is not the time nor place to show a young girl the world and its varied phases of life. It is the time and place to train the mind that it may rationally consider the problems of the world when development justifies its taking them up; the time to instill courage and truth and those traits of character which will enable her to grasp situations bravely and sweetly. It is the time for wise and loving guidance in facing the minor problems, that strength and courage may be developed and she may be taught to grasp varied situations with poise. As for being more democratic, there is no question of democracy in the right sort of school. If the heart is trained rightly, there will be no question of wrong ideals. As between the high school and the large private schools for girls, the high school has the larger balance of reason in its favour.

Europe has told us and we are beginning to realize the truth of her assertion, that there is but one ideal condition for the education of a girl from

twelve years of age to twenty, and that is the small private school, the school where not over fifty or sixty pupils are housed in the home, and not over two hundred in the class rooms. In such an institution the girl may be dealt with as a distinct individual human being. There is time to analyze the thinking process she employs and to guide it along the right line. There is time to teach her *how to study*. Alas! How few pupils have ever been taught this foundation principle of all education! And there is time to see that she applies the principles that she learns. There is opportunity to discover her weaknesses acquired either by heredity or habit, and the necessarily intimate association between teacher and pupil in such a school gives opportunity for making strong the weak places. Under such conditions only can a girl really learn to relate herself wisely to her fellow-beings, and to learn to accept life and its experiences as a gift of God in the fulfillment of His eternal purposes. It is in such a school that the leisure hour of each girl may be watched over with loving care and made to yield a rich fruition. "Tell me what a man's leisure is and I will tell you what the man is." It is the play hour, the time when the definite duties of the day are relaxed, that the expression of the real girl is most apparent, and it is the spending of the leisure hour that is the most serious care of the consecrated teacher. Give this active, hungry young mind fit food for its leisure in selected literature, or in the best sort of play, on an enjoyment of the best forms of art, and you need not fear what

the woman shall be. This can be done most effectively if the school is near a city, one of the centres of the world's activity where the young students may be brought into close touch with the greatest achievements of the world's greatest minds.

"The function of education is to prepare for complete living"—and such preparation can only be attained at its best where all the conditions for harmonious development are at hand. Such conditions are found in the small school located near enough to a large city to insure easy access to the best forms of art in galleries and exhibits; in opera, recitals, and symphony concerts; in the great dramas whether acted or interpreted by platform reader — and yet far enough from the bustle of the city's activity to insure the quiet essential to concentration of the immature mind and the out-of-door activities necessary to youth.

Analyzing conditions for the best form of education, then, brings the ultimate conclusion that the small private school in the suburbs of a city gives the ideal form and setting for the best unfoldment of the human mind and soul, and offers the best solution to the problem of rational education for girls.

V

THE CO-EDUCATIONAL SCHOOL

By SAMUEL T. DUTTON

Teachers' College, Columbia University

CO-EDUCATION, whether in school or college is preëminently an American institution. It has grown up with our educational system and has doubtless been influential in giving a unique national character to it. That boys and girls should be educated together is consistent with the social practices of the nation whereby the sexes mingle much more freely than they do in European countries. The fact that there is no appreciable tendency toward separate schools for boys and girls is evidence that co-education has been approved by the general sentiment of those who are responsible for the shaping of educational forces.

In all public elementary schools of the United States, except in a few instances, boys and girls are taught together and mingle freely. There has not been any considerable discussion as to the wisdom of this plan. It is one of those things which are accepted as best on the whole, and whatever difficulties have arisen have not been because of the close companionship of the boys and girls in the school, but because of the difficulty of bringing school buildings, equipment, and general regimen

up to those standards which school officers and physicians regard as most healthful and beneficial. The ideal modern elementary school, with its airy, well-lighted rooms, its varied programme favouring variety of activity and making its appeal to the cheerful endeavours of all the children, is accepted as something worthy of pride and as expressive of the best that human judgment can provide for the growing child. We find in such a school some recognition of the claims of both physical and mental hygiene. The programme provides gymnastics, games, out of door if possible, music, art, nature study — all adjusted to the older studies in such a way as to vitalize and enrich them and to rouse a high degree of permanent interest. There is no call for argument pro or con as regards co-education in the elementary school. It is most natural, economical, and satisfactory in every way to American parents. Their children go to school and return together. The problems of health and development of boys and girls below the adolescent stage are not so different as to require separation and many benefits are gained by having a unified system.

The two principal fields of co-education where discussion is usually directed are of course the secondary and the college. We will speak of the school problem, as that is the special purpose of this article. The growth of American secondary schools has been remarkable beyond that of any other country. Our forefathers brought with them a high appreciation of education and began early to plant schools and colleges. This ideal of a citizenship, well educated

and trained for practical affairs, has never been lost in spite of the vast populations which have flocked to our shores from different parts of Europe. The school room has been the centre of every community, old and new, and the immigrant has quickly caught the national spirit and has been ambitious that his children should have as much education as possible. With this educational aspiration so widely diffused, it is not strange that, with increasing wealth, cities and towns have vied with one another in building magnificent high schools, and in equipping them with every thing that money could furnish. Many of these schools have a palatial appearance and are justly the pride of the communities where they exist. Up to the present time, with the exception of some schools in Boston, New York, Philadelphia, Baltimore, and a few others, American cities have followed the plan of co-education in high schools. In private schools also it may be surprising to many to know that 43 per cent. of the pupils are being educated together.*

Before discussing the advantages and disadvantages of this system, we must take note of a few facts which have a decided bearing upon the general question. As we have already intimated, it is the social practice for the young to mingle freely in our American communities. At home, in church, and in all recreations and entertainments there is very little of segregation. I am not saying that this freedom is not carried to excess and is not fraught with considerable evil. There is a general

*Report of the Commissioner of Education, 1903, Chapter 22.

laxity of parental control and thoughtfulness in regard to the amusements and associations of boys and girls which can but be deplored. But what I do wish to point out is that the school is essentially a conservative institution. It has had imposed upon it the task of character-building by the planting of good habits, the cultivation of good manners, and right attitudes on various occasions. The association of boys and girls in our public high schools, where the management is wise and where the discipline is firm and considerate, is a resort of saving grace in the social life of the young. It helps to define and determine proper relationships and the right social intercourse. Greater emphasis may be laid upon this point in view of the highly differentiated institution which the public high school has become. The affiliated activities in the way of societies, and clubs, whether for intellectual or social development, afford a wide field for healthful and useful coöperation on the part of the boys and girls. No doubt these opportunities are often abused, and, in recent times, it has been necessary for school authorities to put an end to some secret organizations which are out of place in the public school; but the experience which boys and girls get in working together in the class room and joining in various enterprises for the honour and up-building of the school life tends to make them self-respecting and dignified as they take their places in the larger world outside of the school. It is surprising that, in the whole history of American high schools, there has been so little which has

brought disrepute and which has given ground for serious concern.

In addition to the contribution which the co-educational school makes to the general preparation for social life, we must not overlook those social changes of the past two or three decades which have radically affected the position of woman in respect to her vocational outlook. The growth of the factory has forced multitudes of girls into a variety of occupations. The higher education of woman, with its concomitant appreciation of her proper sphere in civic affairs, has also contributed to this change, which has amounted almost to a revolution. Not less education, but more, is the demand. Not a segregated and less exacting training, but education as forceful and efficient as that given to men is required. In the light of these considerations it is not strange that the opponents of co-education in secondary schools made very little headway. The sentiment and spirit of the country is so strongly set in favour of social and educational equality and of what we may call sex democracy that it will be difficult to break down the educational customs so well established.

But it would be unfair, and this statement would seem inadequate, if we did not recognize the fact that those who argue against co-education have a very strong backing by a certain school of hygienists and educators who of course deserve to be heard.

What they say may not bring about a radical departure in school organization, but will lead to a

considerable revision of the present practices. The doctrine of sex difference and psychological inequality as urged by Dr. G. Stanley Hall in his monumental book on "Adolescence," and accepted by others of equal repute, ought to lead to a gradual improvement in school courses and such partial separation of the sexes as circumstances may require. In physical education, in those arts which are appropriate to vocational life of men and women, in physiology and kindred subjects, there has already been separation of the sexes without any impairment of the general co-educational scheme. This process of differentiation should be continued wherever there is good reason for having separate classes. For instance, it is often the case that, in a large high school, a certain number of girls in a given class, by reason of their moderate intellectual ability or lack of physical vigour, should be classified together and given much lighter work. This to my mind touches the weakest point in our public school system, but one, I am sure, which is being recognized. There is no earthly reason why all children should do the same work or equal amount of work, and arbitrary standards with formal, quantitative examinations should be absolutely and forever abolished. A humane, sensible, flexible treatment of various groups of children, whether boys or girls, with qualitative aims and full recognition of vocational and life interests, will do much to remove the grounds upon which the argument against co-education is made. There are hopeful indications in the field of college re-

quirements. If the new scheme for entrance to Harvard means anything, it is that candidates for college are going to be estimated more in the light of what they promise and the power they have attained than by their knowledge in stated fields.

Let us briefly summarize: there is a vast number of rural high schools in the United States, often small, whose support is a considerable burden to the tax payers. No sensible person would think of insisting upon a separation of the sexes in these or the smaller high schools in towns, say below 5,000 inhabitants. The real problem, then, is in the high schools of the larger cities where the building of separate schools for boys and girls would not be an intolerable burden. Just here it should be noted that vocational high schools both for boys and girls, intended to prepare them specifically for special fields are likely to be multiplied. Many such may be mentioned, such as the Albert G. Lane Technical High School in Chicago, the High School of Practical Arts for Girls in Boston, the Mechanic Arts High School for Boys in Boston, the Technical High School in Springfield, Mass., the Stuyvesant High School and the High School of Commerce in New York, and the Manual Training School for Girls in Brooklyn. There is no reason why in a large co-educational school there should not be such a degree of separation as will conserve every interest, social, physiological, hygienic, and moral. In other words, the problem of co-education in secondary schools calls for study and readjustment within its own

sphere, rather than for such a radical change as is implied in the separation of the sexes. Observation of many years of high school classes, even under adverse conditions, has led me to believe that the reactions which come in the class room where boys and girls are working together are good rather than bad. A teacher of good judgment will, within the limits of a recitation period and within the confines of the subject, afford the opportunity for various classes of minds to work together and will do no violence to their individuality or differences growing out of sex or any other cause. The problem then becomes one of adjustment and is deserving the careful attention and study of school officers and teachers both of public and private schools.

That co-education is not entirely discountenanced in Europe is shown by the increasing number of secondary schools for boys and girls. Co-education in Germany under present conditions would seem to be a precarious experiment. It is the greater flexibility, freedom, and easier adjustment to conditions which has made our public high schools increasingly adapted to American needs.

It is not necessary to refer to the growth of co-education in American colleges, except to say that the success which has attended co-education in high schools has commended it in higher institutions. Or, to put it in other words, if boys and girls through the elementary and high schools have mingled freely and have worked successfully as students, it is but

logical to let them continue in the same way through college and university life wherever these institutions are broad enough and democratic enough to open their doors for this purpose.

VI

ATHLETICS AS A MEANS OF DISCIPLINE

By PRESTON LEWIS GRAY

President of Bingham School

BY "ATHLETICS," we mean the physical exercises, sports, and games which are enjoyed in a school. When we use the term "discipline," we refer to the direction and control of students by rules and regulations. The word, used both as a noun and a verb, frequently carries with it the sense of correction or punishment, as in the sentence, "We discipline a boy to make him better." At first thought, the coupling of sports in any way with punishment would appear to be incongruous and anomalous; but, upon looking further into the matter, we find that such is not the case. On the contrary we find that enjoyable sports, games, and physical exercises have a positive and vitally important effect, tending toward a wise and successful administration of the discipline in a male school.

And, first of all, we make the point that it is wise to control boys with as *little unpleasantness as possible*. We once had a teacher who maintained that friction between teacher and boy is necessary for good discipline. Nothing could be further from the truth. It may indeed be true that a boy

can be made to keep the rules by force, and this may be necessary in a few cases; but in the majority of instances it is unnecessary, ill-advised, and costs the principal a great outlay of time, patience, strain, and anxiety. A teacher may imagine that he does not care; but, if so, he deceives himself, for every unpleasantness in his relations with the students adds a weight to the many that he is already called upon to bear. He may beat a boy into submission with the rod or confine him until he is punished; but both plans result in responsibility and trial for the school authorities. At the same time he is apt to make the boy rebellious and defiant, if not openly then in secret — ready to take advantage of the school at the first opportunity and anxious to hatch up any scheme that will annoy or injure the governing powers.

The evil results of harsh rule and autocratic law, rigidly enforced by the governing power, are plainly seen in the conditions existing in Russia to-day. And the same principle will produce the same results in a school. How much better the government where the laws are enforced — fairly and squarely enforced — yet with kindness and love, and, whenever possible, with the consent and approval of the governed. In war, a fortress may indeed be taken at the point of the bayonets, by superior brute force and power; but it is captured with the loss of many lives and the shedding of much blood. How much better to capture the same stronghold by proper and appropriate strategy!

In the government of a school, therefore, we hold

that it is wise to employ tact and kindness to accomplish the end desired, which is good order and the proper observance of the rules. We should win our way not so much by the iron hand and the mailed fist, as by kindly means and methods and the use of every plan which can be brought to our aid, rather than by the punishment of the body and the humiliation of the mind. In the employment of sports and games as an aid in the discipline we have one of these plans. The boys are deeply interested in these sports. It is natural for their expanding young lives to crave the open air and those enjoyable exercises which are accompanied by a hearty laugh, bright eye, and smiling face. Boys love to shout and play, and this is proper. It is in proportion as they love to do so that they will hate to be deprived of the privilege, and when you make an observance of the rules a condition precedent to the enjoyment of their sports, you touch them in a tender spot where they are most likely to hearken and to heed. "Thou shall not," coupled with a penalty, may force an unwilling obedience; but the promise of the enjoyment of a delightful sport as a reward of good behaviour, accompanied by the fear of being deprived of that pleasure upon misconduct, will work wonders.

The principle of moving an individual and obtaining the accomplishment of a certain result by appealing to what is most *valued by the individual*, is evidently true and is as old as the oldest book in the Bible; for we find, in the book of Job, that when

God calls the attention of Satan to the perfection of Job, that mighty being (a fallen archangel of great wisdom) obtains permission and touches Job at the point where he was personally interested, namely, in the possession of his flocks, herds, home, and children, in order that he might move him to curse God. In other words, he deprived Job of what that good man desired to possess, in order to obtain his evil purpose. So, in a school, deprive a boy of the privilege of enjoying what he most enjoys unless his deportment and application are reasonably good. Exclude from the school athletic teams any students whose average on deportment and scholarship does not reach the grade of "very good." Then faithfully enforce the rule, even though the delinquent student is the best player on the team and its enforcement means a temporary loss of athletic prestige. The best plan is to issue the grades on studies and deportment the first of each month and post them on the bulletin board, the rule being that those whose average is under eight-five (which generally means "very good") will be excluded from any of the athletic teams.

Another reason why athletics is the means of successful discipline lies in this, that the *average boy, in a normal condition of mind and body, is much more easily controlled* than when he is morbid, sick, sensitive, and delicate.

The existence of athletics in the school undoubtedly tends to make healthful boys and more of them. The interest which competitive games excite brings out a larger number of students to take part in

the exercises and results in the development of youths with happy hearts and clear heads, ready to study and obey, with surplus energy expended not in mischief making, but in muscle building.

Exercise gives appetite for food and appetite satisfied brings strength. We do not for a moment, in thought or theory, connect manly strength with irascibility, pettishness, complaints against the rules, grumbling, or moodiness. In practice, we find this theory true; for healthy, hearty boys are generally loyal and satisfied.

We venture to say that in most preparatory schools the winter months are most trying on the governing authorities. It is partly so because of the confinement of hearty boys in-doors, without the safety valve of athletics to blow off the steam of animal energy. October, however, is the month when the responsibility of the discipline is lightest. The reason again is apparent. That fine month of sunshiny days, blue skies, and crisp and bracing atmosphere is the glory of out-of-door sports. Thus we can see the importance of physical exercises, when wisely conducted and regulated, and their close connection with the discipline of a boys' school.

It is only when interest in athletics crowds out a proper studiousness that it becomes a menace to, rather than an aid in the discipline. To guard against this great danger, the competitive contests should be limited in number and be held as far as possible on the school holidays.

It is well to employ teachers with some athletic

ability, but in all, except perhaps the physical director, their physical acquirements should be subordinate to their scholarship and Christian character.

Another truth in connection with this subject is that a busy set of boys is generally a happy and easily disciplined body. A boy cannot well study all day. The morning hours are necessarily filled with study. And so at least a portion of the afternoon should be given over to pleasant out-of-door life; the whole day being thus occupied — and fully occupied — not altogether with work, but with work relieved by play.

All rules and discipline against immorality are helped, in their enforcement, by athletics; for we believe that boys who sit idly and lazily around in an inactive state are much more apt to be low, impure, foul of mouth, and passing the dirty joke than the hearty fellow in the foot-ball rush or those contending in an exciting base-ball battle.

The rules too against the use of tobacco, cigarettes, and other harmful indulgences, which steal success from the contestant for physical honours — all of these regulations are helped out by athletics properly conducted, for the athletic pledge, which should be taken by the applicants for places on the team, where possible, denies the use of such poisons to the players.

Thus we see, first, that athletics aids the discipline in a powerful manner and avoids friction which results from harsher methods; second, the privilege of playing being made dependent upon good

conduct touches the students at a point where they are personally and deeply interested, and hence is apt to be regarded; third, the fostering and encouragements of sports and games, in reason, develops a normal condition of mind and body, in which state a boy may be controlled and wisely directed with vastly more ease; fourth, it enables the principal to keep the students interested and occupied, which of itself tends to good discipline; and, fifth, properly conducted athletics, in which the players are put up on a pledge, is a help in the discipline and in the enforcement of rules against the use of tobacco, against immorality, and other harmful indulgences.

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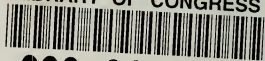
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